

Implementation of Moderate Islamic Values as a Foundation for Inclusive Religious Character

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Abstract

This study aims to describe the Implementation of Moderate Islamic Values as a Foundation for Inclusive Religious Character at SDN 1 Gending Probolinggo. The design of this research is with a qualitative approach and a type of case study research. This research was carried out at SDN 1 Gending Probolinggo. This research was carried out from May to June 2023. Data collection technique with snowball sampling technique. The data sources used are primary and secondary. Data collection techniques with participant observation, in-depth interviews and documentation. Meanwhile, for data analysis, the researcher used a qualitative descriptive analysis of the Miles and Huberman type, namely data reduction, data presentation and conclusion drawn. The results of this study show that the Internalization of Moderate Islamic Values in shaping the Religious character of Students at SDN 1 Gending Probolinggo is the Integration of Moderate Islamic Values in the School Curriculum, the Integration of Moderate Islamic Values in Religious Education subjects, Religious Habituation in schools and the role model of exemplary educators. Internalization of Moderate Islamic Values in Forming Religious Character Students are expected to be able to form the character of students at SDN 1 Gending Probolinggo who are Religious, Humanist, Tolerant, Plural, moderate, and Nationalist.

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INTRODUCTION

The increasingly complex and dynamic era of globalization has had a significant impact on Indonesia society, especially in terms of character and moral values (Rusdi et al., 2022; Susilawati & Astuti, 2022; Wijaya, M. H., & Khoir, 2022).

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The degradation of character values in students, as shown by the phenomenon of rampant anarchic and deviant behavior among adolescents, has become a serious challenge for education (Syaroh & Mizani, 2020; Chuanchen, 2023; Norman & Paramansyah, 2024). National education, as an institution that has an important role in the realization of the proud nation's generation (Maulidah et al., 2023; Hasanah & Hefniy, 2023; Ansori et al., 2023), is expected to develop abilities and shape the character and civilization of a dignified nation (Hamidah, 2023; Sanjani, 2023; Zaini, 2024).

In this context, this study aims to describe the implementation of moderate Islamic values as the foundation for an inclusive religious character in SDN 1 Gending Probolinggo. This research was chosen because of the importance of moderate Islamic values in shaping a balanced, tolerant, and inclusive religious character. These values can help students understand and appreciate differences, as well as form harmonious relationships in a diverse society.

The main problem that this research focuses on is how the implementation of moderate Islamic values can form an inclusive religious character in SDN 1 Gending Probolinggo. This research aims to answer the question of how moderate Islamic values can be integrated in school curricula, religious education subjects, and religious habituation in schools, as well as the role of educators as role models in implementing these values.

Previous research that is relevant to this study is the research of Fikri and Zulfila (2022) on the internalization of moderate Islamic values at SMPS Muhammadiyah Plus Bengkalis, the research of Munfa (2023) on the integration of moderate Islamic values in character education at MI Miftahul Ulum Driyorejo Gresik, and the research of Alawi and Ma'arif (2021) on the implementation of moderate Islamic values through multicultural-based education. These studies show that moderate Islamic values can form a balanced, tolerant, and inclusive religious character, but there are still gaps in these studies that do not explain how moderate Islamic values can be integrated in school curricula and religious education subjects.

The gap between previous research and this study is that previous research has not explained how moderate Islamic values can be integrated in school curricula and Religious Education subjects. This research will fill this gap by explaining how moderate Islamic values can be integrated in school curricula and Religious Education subjects, as well as the role of educators as role models in implementing these values.

The novelty of this study is that this research will explain how moderate Islamic values can be integrated in school curricula and Religious Education subjects, as well as the role of educators as role models in implementing these values. This research will also use qualitative research methods with the type of case studies, which have not been used in previous studies.

The main purpose of this study is to describe the implementation of moderate Islamic values as the foundation for inclusive religious character in SDN 1 Gending Probolinggo. This research is expected to contribute to the development of science in the field of religious education and religious character, and can help improve the quality of education in Indonesia.

RESEARCH METHOD

The research method applied in this study uses a qualitative approach with the type of case study (Wijaya et al., 2022). The focus is to explore the Implementation of Moderate Islamic Values as a Foundation for Inclusive Religious Character at SDN 1 Gending Probolinggo. The research was conducted at SDN 1 Gending, Gending Village, Gending District, Probolinggo Regency, from March to June 2023. The population in this study involved various parties in SDN 1 Gending, including the Principal, vice head, teacher council, employees, students, and other related parties. Data collection was carried out using a snowball sampling pattern, where researchers took turns from one informant to another until field data was collected in detail and adequately, or until it reached a saturation point.

The data collection techniques used are in-depth interviews, participant observations, and documentation studies. In-depth interviews are conducted with a variety of stakeholders, including students, teachers, school staff, and others to gain an in-depth understanding related to the research focus. Participant observation is carried out by being directly involved in activities carried out by research subjects at school. Meanwhile, documentation study techniques are carried out to obtain information from school archives such as profiles, curriculum, learning device documents, meeting documents, activity photos, and other management documents (Maulidah et al., 2023).

Data analysis uses a qualitative descriptive approach of Miles and Huberman types. The analysis techniques applied include data reduction, data presentation, and conclusion drawn. Data reduction is carried out by analyzing and sorting field data from interviews, observations, and documents (Fadli, 2021). Then the data that has been reduced is presented based on the focus of the research to obtain relevant results.

FINDINGS AND DISCUSSION

In this discussion, the results of the research findings and discussions obtained through participant observation, interviews and document studies on the *Implementation of Moderate Islamic Values as a Foundation for Inclusive Religious Character at SDN 1 Gending Probolinggo* will be described, then the findings will be analyzed and discussed with relevant theories. The results of the research findings and discussions are as follows:

Integration of Moderate Islamic Values in the School Curriculum

SDN 1 Gending is an educational institution for elementary school children, in the education process using the K-13 curriculum. The 2013 curriculum (abbreviated as K-13) is a national education curriculum framework implemented in Indonesia as an effort to change the educational approach to be more contextual, holistic, and develop student character. K-13 is designed to replace the previously used Education Unit Level Curriculum (KTSP) and accommodate various needs and developments of students (W.01,05/06/2023).

The importance of integrating moderate values in the 2013 Curriculum at SDN 1 Gending is to create a generation that understands and respects differences, is ready to interact in a diverse society, and is able to build harmonious relationships in this increasingly global environment (W.02,10/06/2023).

K-13 applicatively at SDN 1 Gending is an effort to present education that is more relevant to the demands of the times and the needs of students. It tries to go beyond the school's approach that focuses solely on academic teaching, and directs attention to character development, skills, and a deeper understanding of the complex world. Especially the religious character of the students themselves (W.01,05/06/2023).

The integration of moderate values in the 2013 Curriculum (K-13) in elementary schools is an important step to form a generation that has an inclusive, tolerant, and balanced attitude. The thematic approach allows for the integration of moderate values in a variety of subjects. The theme of cultural diversity, peace, or religious diversity can be the focus of learning themes (Khamim, 2022).

The integration of moderate values in the school curriculum has a very important meaning in the context of religious education. It is not only about providing religious understanding, but also teaching students to develop attitudes and behaviors that respect differences, uphold tolerance, and contribute to interreligious harmony in society (Nurdin, 2021).

Moderate Islamic values refer to the principles of Islamic teachings that prioritize tolerance, inclusivity, and harmony in relationships between fellow humans and with the environment. Moderate Islamic values that are integrated into the school curriculum include: one, Tolerance (Tasamuh): This value teaches the importance of respecting and accepting differences in religion, culture, and views in society. Tolerance is an attitude of openness to diversity and upholding human rights. Two, Justice (Adl): The value of justice teaches the importance of treating all people fairly, regardless of religious background, race, or social status. Three, Compassion and Humanity (Rahmah): The value of compassion emphasizes the importance of loving, caring, and empathizing with fellow humans. This includes providing help and support to those in need. four, balance (Tawazun).

This value teaches the importance of maintaining balance in all aspects of life, such as between this world and the hereafter, work and worship, as well as social and personal. Five, Cooperation (Ta'awun): This value emphasizes collaboration and mutual assistance in building a better society.

In terms of curriculum content, Islamic Religious Education (PAI) subjects or other religions in the curriculum can be the main platform to teach moderate values, such as tolerance, compassion, and respect for differences. Likewise Civic Education: This subject is a great place to teach the principles of democracy, human rights, and social inclusivity. Discussions on pluralism and cultural differences can be integrated here (Ginting et al., 2021).

The integration of moderate values in the school curriculum is an important step and relevant to the needs of students, including: one, Building Interreligious Harmony, The integration of moderate values helps students understand and appreciate other religions better. This paves the way for the creation of a harmonious and peaceful environment between various religious communities. Two, Preventing Extremism and Conflict: By teaching the values of moderation, students are taught to avoid extremist attitudes and actions that can lead to religious conflicts. They are taught to find peaceful solutions in the face of differences. Three, Building an Inclusive National Identity: The integration of moderate values helps students understand that Indonesia is a country with religious and cultural diversity. This encourages them to feel part of a larger society, which is respected and valued by all components (Hidayati et al., 2022).

The integration of moderate values in the school curriculum is an important step towards forming a balanced, inclusive, and respectful religious character of students. The integration of moderate values in the school curriculum should be able to help students develop characters based on good religious, moral and ethical values, such as mutual respect, honesty, empathy, and social responsibility. In addition, students can have an understanding of moderate values, students can act as agents of change in society, by promoting religious moderation and harmony (Hidayati et al., 2022).

Integration of moderate values in religious education subject matter

The integration of moderate values in learning activities in religious education at SDN 1 Gending is a teaching that allows students to understand, internalize, and apply the values of moderation, tolerance, and religious. (W.01,11/06/2023).

Religion subjects at SDN 1 Gending, are the central point to teach students about moderate values. Focus on religious teachings that prioritize tolerance, compassion, and mutual respect (W.01,15/06/2023).

The integration of moderate values in Religious Education subjects is a follow-up to the school curriculum that is integrated with moderate values.

This important step is to form a generation that has a deeper understanding of religious character, tolerance, inclusivity, and simplicity in their religious practice (W.02,12/06/2023).

The integration of moderate values in learning activities has a deep and important meaning in shaping students' character and creating an inclusive learning environment. The integration of moderate values allows students to understand these values more deeply, both in the context of religion and in everyday life. They learned about the importance of finding balance and avoiding extremism in religion (W.01,11/05/2023).

Integrating moderate values in the subject matter of Religious Education will teach students about: one, Teaching about Interreligious Tolerance: Focus on teachings and practices that prioritize the values of interreligious tolerance, as well as examples from the life of the Prophet Muhammad that show his tolerance towards adherents of other religions. Two, Unity and Diversity: Use case studies or true stories that describe situations where people from different religions and cultures work together to achieve a common goal. Three, Diversity, Discuss the richness of diversity in Islam and how Islam views differences as God's will that should be respected. Four, Character Education: Integration of character values such as religious, patience, respect, and empathy in religious teachings. Five, Compassion and Social Justice: Teach about the importance of helping others and participating in efforts to create social justice (Yulianto, 2020).

In the learning process by integrating the value of religious moderation, students are taught to accept differences in religion, beliefs, and views with a sense of tolerance. This helps them avoid fanaticism and open their minds to different points of view (Khaswara, 2022). The integration of moderate values helps students develop positive characters, such as openness, empathy, and mutual respect. This equips them with the social and moral skills necessary in community life (Zaini et al., 2022).

Some of the significant meanings of the integration of moderate values in learning activities are: one Reducing Interreligious Conflict: By understanding and practicing the values of moderation, students are expected to contribute to reducing the potential for interfaith or intergroup conflicts in society. Two, Formation of Tolerant Leaders: The integration of moderate values helps shape students to become future leaders who are able to lead with an attitude of tolerance and understanding of differences. Three, Increasing Social Harmony: Students who internalize the values of moderation tend to be more able to establish good relationships with various groups, thereby encouraging the creation of harmonious social relationships. Four, Valuing Plurality: Students are taught to appreciate diversity and plurality in society, including differences in religion, culture, and background.

Fifth, building a Dignified Civilization: The integration of moderate values is a step towards the formation of a more dignified society and civilization, where all individuals are valued and respected regardless of differences (Mustafa, 2020). The integration of moderate values in Religious Education will help students at SDN 1 Gending to develop a deeper understanding of their religious values in a balanced and inclusive way.

Religious Habituation in Schools

Religious habituation at SDN 1 Gending refers to the process of introducing and habituating students to religious values and practices. The purpose of religious habituation is to help students understand and carry out religious practices correctly, as well as form a strong religious character and be integrated with learning in school. It also helps students feel more connected to the spiritual dimension of their education (W.01,05/06/2023).

Religious habituation activities at SDN 1 Gending include joint prayer before starting learning in the school yard, prayer after class lessons, istighotash in the school prayer room, congregational prayers, religious lectures after prayers and S5 attitudes (greetings, smiles, greetings, politeness, courtesy) (W.01,05/06/2023)..

The implementation of moderate Islamic values through religious habituation in schools involves efforts to familiarize students with religious practices that prioritize tolerance, compassion, and inclusivity in daily life so as to be able to shape students' religious character (W.02,12/06/2023).

The implementation of moderate Islamic values through religious habituation in schools has a very important meaning in shaping the character of students who have a balanced understanding of religion, tolerance, and inclusivity. Through religious habituation, students are taught to have a balanced understanding of religion, not extreme, and not to misinterpret religious teachings for a specific purpose.

Religious habituation helps students understand and apply religious science correctly, avoiding erroneous and extreme interpretations in religious practice. Having a correct understanding of Islam will help students understand and appreciate the teachings of other religions, as well as help them feel comfortable interacting with students from different religious backgrounds (Fattah, 2020).

The implementation of moderate Islamic values through religious habituation teaches students to treat all people with respect and inclusiveness, regardless of religion, race, or other background. So that students will avoid extremist attitudes and actions in carrying out religious teachings, as well as recognize signs of radicalism. As well as being able to teach students to care about social justice, help others, and understand social responsibility in the context of moderate Islamic values (Azmi, 2019).

Sustainable religious habitability will help shape the character of religious students with the values of simplicity, forgiveness, and compassion. The hope is that having a strong religious character can help students build a positive and strong religious identity, without removing their responsibilities as citizens of an inclusive society. As well as preventing potential conflicts between religions by teaching brotherhood and peace (Halim et al., 2022).

The country needs Leadership Based on Moderate Values: through religious habitation will help shape future leaders who are able to lead wisely and tolerantly, and understand the importance of maintaining balance and justice. By applying moderate Islamic values through religious habituation in schools, students can become individuals who undergo religious teachings with a deeper understanding, a tolerant attitude, and a positive contribution to society (Shodiq, 2021).

Role Model of Educator Role Model

Exemplary in religious moderation has a strong meaning in shaping attitudes and behaviors that prioritize tolerance, understanding, and interfaith harmony (W.01,10/05/2023). Role models are a way to inspire others with positive behaviors and actions. In the context of religious moderation, exemplary means being a real example in practicing moderation values in the daily lives of students at the Supreme Court. Ihyaul Islam (W.02,11/05/2023).

Role models are role models who can set a good example for others. This *role model* is usually an influential person. Where there will be a lot of people who voluntarily participate in the activities or behaviors that they have exemplified. It could be that this is due to the strong character characteristics and charisma they exude.

Role models for principals and teacher councils in MA. Ihyaul Islam is an example for all students and the community in implementing the values of religious moderation. This is very relevant to the theory of exemplary and internalization of the value of religious moderation. The implementation of moderate Islamic values through example has a strong meaning in shaping the character of students who live religious teachings with an attitude of inclusiveness, tolerance, and balance. Through example, moderate Islamic values can be applied in concrete actions and become an inseparable part of daily life.

Exemplary makes moderate Islamic values a living part of daily life. Students can see how these values are applied in a variety of situations and interactions. And the importance of maintaining a balance between religious beliefs and an attitude of openness to differences, preventing fanaticism or extremism.

The implementation of moderate Islamic values through the example of educators has a key role in shaping the religious character of students and ensuring that the values of moderation, tolerance, and harmony are well internalized. Educators have the opportunity to be role models and guide students in living and applying these values in daily life (Diana & Zaini, 2023).

Some of the ways educators can integrate moderate values are: one, Exemplary Behavior: Educators must be a real example in practicing the values of moderation in daily actions. Educators' attitudes, behaviors, and interactions with students and colleagues should reflect the values of tolerance, respect for differences, and mutual respect. Two, Inclusive Approach: Educators must use an inclusive approach in teaching, which respects students' diverse religious and cultural backgrounds. This includes the language used, the examples given, and the manner in which the material is delivered. And third, Integrating Values in Learning: Educators can associate moderation values with learning materials in various subjects. For example, they can describe how these values relate to themes in religion, history, or social science lessons (Setyazi, 2022).

Exemplary through the implementation of moderate Islamic values from educators will be a role model for their students and will build a religious character with the values of worship, patience, forgiveness, compassion, and tolerance, which contribute to the formation of a better holistic personality. A good example from educators about representing moderate Islamic values will inspire an attitude of tolerance, An example in religious moderation encourages others to develop a more tolerant attitude towards religious differences and views. When they see individuals or leaders, they admire able to interact harmoniously with those of different beliefs, they tend to imitate this attitude (Mohammad Fahri & Ahmad Zainuri, 2019).

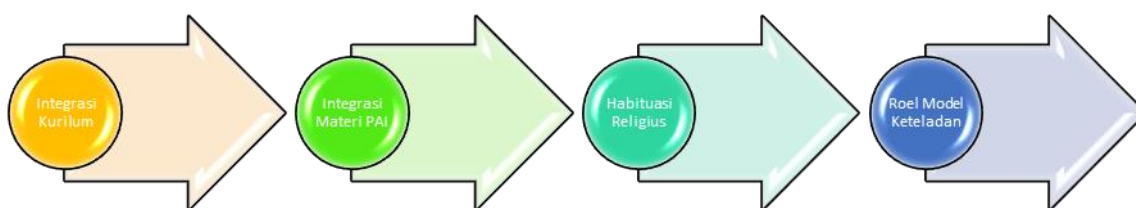


Figure 1. Internalization of Moderate Islamic Values in Shaping Students' Religious Character at SDN 1 Gending Probolinggo

The study conducted related to "Implementation of Moderate Islamic Values as a Foundation for Inclusive Religious Character at SDN 1 Gending Probolinggo" describes the results of the research which includes participant observations, interviews, and document studies. The findings of the study revealed that the integration of moderate Islamic values in various aspects of education has significant implications for students' religious character.

The research underscores the importance of the 2013 Curriculum (K-13) implemented at SDN 1 Gending, as an innovative step in a more holistic and contextual education. K-13 is designed to not only focus on the academic aspects but also on the development of students' character. The integration of moderate Islamic values in the curriculum is an important foundation to create a generation that can appreciate differences, interact harmoniously in a multicultural society, and build balanced relationships in a global environment.

Islamic Religious Education (PAI) and Civic Education subjects are an important stage to teach moderation values such as tolerance, justice, compassion, and cooperation. The integration of these values is not just theoretical learning, but rather the application of these values in students' daily lives, both in social interaction and in religious practice. Religious habituation at SDN 1 Gending refers to a series of religious activities that are carried out regularly, such as joint prayers before learning begins, congregational prayers, and religious lectures. The main purpose of this habituation is to help students understand and apply religious values correctly, as well as form a solid religious character and be integrated with education in schools.

It also helps students to feel connected to the spiritual dimension in their educational process. Furthermore, the research emphasizes the important role of example in practicing moderate Islamic values. Educators and principals at SDN 1 Gending are exemplary models who provide concrete examples in applying moderation values in daily life. This example is not only in actions, but also in attitudes, interactions, and delivery of learning materials. The integration of moderate Islamic values at SDN 1 Gending has proven to have a significant impact in shaping the religious character of students who are more inclusive, tolerant, and balanced. More than just teaching religious theory, it involves applying those values in real practice, making it an integral part of students' daily lives to form individuals who understand religious values well and are able to establish harmonious relationships in a diverse society.

CONCLUSION

Based on the exposure of the data and discussion above, the results of this study show that the Internalization of Moderate Islamic Values in shaping the religious character of Students at SDN 1 Gending Probolinggo is the Integration of Moderate Islamic Values in the School Curriculum, the Integration of Moderate Islamic Values in Religious Education subjects, Religious Habituation in schools and the role model of exemplary educators. Internalization of Moderate Islamic Values in Forming Religious Character Students are expected to be able to form the character of students at SDN 1 Gending Probolinggo who are Religious, Humanist, Tolerant, Plural, moderate, and Nationalist.

Based on the exposure of data and previous discussions, the recommendation for the next research is to explore more deeply about concrete strategies for the integration of moderate Islamic values in the context of the school curriculum. In addition, the research can focus on the effectiveness of the integration of these values in the subject of Religious Education, the implementation of religious habituation in the school environment, and the role and importance of role models for students. The importance of the next research is to assess the extent to which the internalization of moderate Islamic values in shaping the religious character of students at SDN 1 Gending Probolinggo is able to create students who have religious, humanist, tolerant, pluralist, moderate, and nationalist characters in a concrete and sustainable manner.

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